<table>
<tr><td colspan="4" align="center">UNIVERSITY OF WARWICK
EDUCATION COMMITTEE
OPEN MINUTES OF THE MEETING HELD AT 2.00PM, THURSDAY 9 DECEMBER 2021, Via MS TEAMS</td></tr>
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Present	Professor Christopher Hughes	CH	Pro-Vice Chancellor (Education) [Chair]
	Professor Jo Angouri	JA	Academic Director (Education and Internationalisation)
	Professor Daniel Branch	DB	Academic Director (Doctoral College)
	Professor Andrew Clark	AC	Deputy Pro-Vice-Chancellor (Education and Policy)
	Professor Will Curtis	WC	Deputy Pro-Vice-Chancellor (Education Quality and Standards)
	Professor David Davies	DD	Chair of the Faculty Education Committee of Science, Engineering and Medicine
	Professor Rebecca Freeman	RF	Dean of Students
	Professor Lorenzo Frigerio	LF	The Vice-Provost and Chair of the Board of the Faculty of Science, Engineering and Medicine
	Lee Griffin	LG	Academic Director (Postgraduate Taught)
	Professor Jonathan Heron	JH	Representative of IATL, WIHEA and ADC
	Professor Sarah Richardson	SR	Chair of the Faculty Education Committee of Arts
	Professor Lesley Roberts	LR	The Chair of the WMS Education Committee
	Professor Penny Roberts	PR	The Vice-Provost and Chair of the Board of the Faculty of Arts
	Professor Patrick Tissington	PT	Academic Director (Employability)
	Professor Nick Vaughan-Williams	NV	The Vice-Provost and Chair of the Board of the Faculty of Social Sciences
	Professor Gwen Van der Velden	GV	Deputy Pro-Vice Chancellor (Education)
	Dr Naomi Waltham-Smith	NW	Chair of the Faculty Education Committee of Social Sciences
Attending	Louise Hasler	LH	Senior Assistant Registrar (Teaching Quality), [Secretary]
	Craig Franklin	CF	Assistant Registrar (Teaching & Learning), [Assistant Secretary]
	James Alexander	JAl	Strategic Change Director (Information & Digital Group) (item 015 only)
	Paul Barlow	PB	Warwick Volunteers Manager (item 018 only)
	Lauren Botham	LB	Assistant Registrar (Quality Assurance) (item 013, 014)
	Dr Nikola Chmel	NC	Associate Professor, Chemistry
	Dan Derricott	DDe	Director of Education Policy & Quality
	Robin Green	RG	Librarian (item 016 only)
	Alessa Livingstone	AL	Warwick Volunteers Student President (item 018 only)
	Chih-Hsiang Lo	CL	Student Representative (Societies Officer)
	Will Thomas	WT	Head of Welcome, Induction and Student Internationalisation Manager (item 017 only)
	Dr Chris Twine	CT	Academic Registrar
	Roberta Wooldridge Smith	RWS	Director of Student Opportunity (items 001 – 015)

Ref	Item
001	**Chair's welcome and introduction** The Chair welcomed new members and attendees to the meeting. The Chair welcomed and offered thanks to the Student Representative (Societies Officer) who had attended in place of the Student Representative (Education Officer) to speak to item 009.
002	**Apologies for absence** Apologies were received from Isabelle Atkins (Student representative (Education Officer)) and Nathan Parsons (Student Representative (Postgraduate Officer)).
003	**Membership and Terms of Reference 2021-22** The membership and terms of reference (003-EC091221) were received and **approved**.
004	**Declarations of interest** No new declarations were made.
005	**Minutes of meeting held on 15 June 2021** The minutes of the meeting held on 15 June 2021 (005-EC091221) were received and **approved**.
006	**Matters arising from meeting held on 15 June 2021** There were no matters arising from the meeting held on 15 June 2021.
	Strategic Item for Discussion
007	**Internationalisation of Education Strategy** The draft strategy (007-EC091221) and a verbal report were received from the Academic Director (Education and Internationalisation) and the Director of Student Opportunity. The key points and discussions were as follows: • Development of the strategy had begun in Autumn 2019. The pandemic had caused disruption to the development timeline but had allowed additional time for engagement and reflection toward ensuring the strategy aligned with strategic priorities for education at Warwick. There was a particular focus on the student learning experience. • The strategy drew on detailed analysis of mobility including opportunities to engage in mobility in light of external changes including Brexit, as well as analysis of internationalisation strategies at competitor institutions. • An important characteristic of the strategy was that it be co-created with the student body and become a living document to include and involve the entire Warwick community. Student focus groups and design workshops had contributed throughout development. • The Students' Union had engaged in the design of the strategy which led to the development of the International Education Student Board which is now part of the Internationalisation Steering Committee. • Next steps would look to explore articulation of the relationship with other strategies, alongside development of an action plan to refine objectives and Key Performance Indicators in relation to specific activities within the institution, e.g., curriculum review. • There would be foregrounding of thought leadership within the action plan and an emphasis on a global community portal to collate resources into a single student facing information point. There would be strong student engagement and leadership in the development of the portal. • There would be development of a framework for assessing progress against objectives and to target implementation. • Due to the timing of committee meetings, it had not been possible to incorporate recent feedback from the Internationalisation Steering Committee into the paper shared with the Committee. Development of the action plan and framework for assessing progress would be incorporated into the Strategy before submission to Senate.

	• Ways in which the strategy could look to target specific regional markets to increase engagement were discussed. This would require a focus on understanding the needs of specific education partnerships. A detailed mobility analysis in development of the strategy had informed inclusion of targeted regions. • Next steps and ways in which academic departments would be engaged going forward were discussed. There would be departmental representation on the Internationalisation Steering Committee and the theme of co-creation would carry through into implementation of the strategy, to include direct student representation and collaboration with WIHEA learning circles. • There would be targeted engagement with departments in piloting aspects of the strategy and progressing particular areas that have resonance with them. • The Committee **approved** the strategy, welcoming its development and the proposed approach to its implementation.
**Chair's Update**
008	**Chair's Business** • The Chair congratulated the Assistant Secretary on their appointment as Assistant Registrar (Teaching & Learning). The Chair offered thanks to the Assistant Secretary for their service and support of the Committee and the Chair. The Assistant Secretary would continue to support the Committee in the interim, until a replacement was appointed. • The Chair provided an update with respect to the recent government announcement on Covid-19restrictions, highlighting mask wearing and working from home as particular changes. In-person teaching and learning would continue, and communications would be sent to students and staff later that day. The University would work the Students' Union to operationalise further restrictions. • Mandated vaccination for patient-facing healthcare students was highlighted: offer letters would make the requirements clear to prospective students. • The expectation that students travel to campus to undertake study in term 2 remained in place had been clearly communicated. This position would be considered in respect of any changes to the current travel restrictions as necessary. • Contingency arrangements were in place for in-person assessments in term 2 and would be operationalised if required. • There was a need to be prepared for large numbers of students being required to self-isolate at the beginning of term 2. There would be flexibility afforded to departments in how they delivered teaching and learning in the first weeks of term 2 to best support students. • The Chair highlighted positive engagement from students in the term 1 survey. There had been an appreciation for face-to-face teaching and for the value of the blended learning approach. Detailed results would be circulated in the coming days. • The upcoming Teaching Excellence Framework (TEF) was likely to launch in the new year. A single provider level exercise was expected, alongside provision of subject level data for consideration. The exercise was likely to launch in early summer 2022, with submission expected toward the end of the calendar year. • The Chair confirmed that the Academic Quality & Standards Committee had approved the disestablishment of the First Year Board of Examiners at its meeting on 23 November 2021. Final approval would be sought at the January meeting of Senate and support from all members was invited. Care would be taken to operationalise changes in a timely way and to support key members of staff within academic departments.
**Substantive Items**
009	**Students' Union Update** The Committee received a verbal report from the Student Representative (Postgraduate Officer) and the Student Representative (Societies Officer). The key points and discussions were as follows: • Work was underway to establish a defined list of Students' Union priorities based on student survey and voting results.

	• The recent all-student vote on teaching and learning had highlighted appetite for use of lecture capture and continued in-person teaching and learning. • With more students expected to return to campus in term 2, there would be a need for sufficient study space. • The diversification of assessment types had been highlighted as a priority. • The Students' Union would be seeking to develop these priority areas further in term 2. • There was currently a vacancy within the area of academic voice, which would be recruited to soon. The Students' Union was seeking to maintain continuity for students with respect to provision of training for course representatives and provision of accessible materials for students and staff. • There had been some concern within the student community around the government's announcement of 'Plan B' and potential impacts on teaching and learning in term 2. The planned university communications to students and staff were welcomed as a measure to address these concerns. • The Committee welcomed the development of the Students' Union priorities, highlighting that many intersect with education strategy priorities offering opportunity to work collaboratively.
010	**Education Strategy Priorities in 2021-22** A paper (010-EC091221) and verbal report were received from the Chair. The key points and discussions were as follows: • The paper introduced priorities for 2021/22 which had been endorsed by Chairs of Faculty and Chairs of Faculty Education Committees • Work was underway in each of the five highlighted areas, led my members of the Education Executive. • The Committee **noted** the priorities highlighted in the paper.
011	**Postgraduate Taught Update** A verbal report was received from the Academic Director (Postgraduate Taught). The key points and discussions were as follows: • Three priority areas of focus were highlighted for the coming year: diversity, coherence of offering, and community. • Conversations to date with students and staff had identified that challenges within the postgraduate taught space were well known. There was now a need to think about addressing these. • Meetings had taken place with colleagues in the Widening Participation team to understand contexts in the postgraduate taught space. Further work was needed here to identify ways in which known issues could be addressed. • There was a need for coherence in thinking about subject matter and interdisciplinarity. Existing challenges to facilitating interdisciplinarity ranged from administrative and financial elements through to course structure and design. There was a need to enable and encourage students to engage in interdisciplinary opportunities. • There was work to be done toward enhancing postgraduate taught student engagement with the Students' Union. There was a recognition that postgraduate students' courses are very often just one year in length and very demanding. Work was underway with the Student Representative (Postgraduate Officer). • There was a focus on increasing interaction between postgraduate taught and postgraduate research areas of work.
012	**Postgraduate Research Update** A verbal report was received from the Academic Director (Doctoral College). The key points and discussions were as follows: • Increasingly, postgraduate research programmes included mandatory postgraduate taught elements. This had raised a regulatory issue in terms of the governance of these elements.

	• Covid-19 extensions had occupied a lot of time recently. UKRI funding for extensions was to end in March 2022. All students registered before 2021/22 were being encouraged to consider application. There would be support beyond that date, but UKRI funded students would be expected to be funded internally. • A report on the impact of funded extensions might usefully be brought to the Committee in Spring. • There had been significant change in Doctoral College engagement with the postgraduate research community. Regular meetings were taking place with Student-Staff Liaison Committee (SSLC) representatives. • There had been a shift to ensure postgraduate research students were incorporated in longer term strategic discussions and day-to-day operation. There were now SSLC representatives on the Board of Graduate Studies (BGS), and students were being involved in projects. • The Postgraduate Research Experience Survey (PRES) had identified a need to focus on the supervisor relationship as a fundamental element of the student experience. This would be brought to meetings in departments in the Spring. • Through consideration of current training for supervisors, as well as ongoing training needs, there would be a move toward embedding a more inclusive approach to supervision. • A new working group of BGS had been established to focus on equality, diversity, and inclusion. This group would lead on a joint project with Coventry University to consider the student life cycle for black and ethnic minority students. The aim was to appoint a joint cohort of students to conduct research and inform policy changes. • A review of the size and shape of funding support for postgraduate research students across the University was underway. A fuller report on this work could be brought to a future meeting. • Work was underway to develop a course approval process for postgraduate research courses. There was a need to ensure regulation and guidance keeps pace with innovation taking place within academic departments. • The links between enhancing the supervision experience and work underway around student support and inclusivity were discussed. The pastoral non-academic support elements of supervision would be considered as part of wider supervision support. Colleagues in the Doctoral College were working with the Dean of Students Office and the social inclusion committee taskforce. • There was recognition that existing policy and regulation can be primarily undergraduate student facing. A holistic review capturing the needs of postgraduate research students would be welcomed.
013	**Teaching Excellence Group in 2021-22** A paper (013-EC091221) and verbal report were received from the Assistant Registrar (Quality Assurance). The key points and discussions were as follows: • The paper outlined the intended approach for the Teaching Excellence Group (TEG) exercise in 2021/22. • TEG would take place in term 2 over a six-week period, starting on 7 February. • Panels would explore two key themes. The first would be an exploration of the ways in which departments are reviewing curricula, giving thought to embedding blended learning permanently. The second would focus on inclusive education. • In anticipation of the upcoming TEF consultation, space had been allocated to this within the draft agenda for panel meetings. This with a view to re-socialising TEF within departments and toward gathering best practice to inform the institutional submission. • This would be the last TEG before the Institutional Teaching and Learning Review (ITLR), and it was expected that learning from this process would inform ITLR (the TEG process would not run during the year of the ITLR) . • Training to support strengthened student engagement with panel events would be provided by EPQ in collaboration with the Students' Union. Localised training in some facilities was planned and there was an opportunity to share and support practice. • The Committee **approved** the outline plans for the focus and delivery of TEG engagements for 2021/22.
014	**ITLR 2023: Proposed Concept**

	A paper (014-EC091221) and verbal report were received from the Director of Education Policy & Quality. The key points and discussions were as follows:
	• A staged approach was being taken to the design of ITLR, beginning with outlining purpose and concept. Later stages would focus on method of delivery.
	• The proposal outlined a thorough review of the quality of student teaching and learning across the University, encompassing all academic departments and professional services that are student facing or contribute to teaching and learning.
	• There would be a clear quality assurance thread through the process. With recognition of the increasingly risk-based approach to quality assurance at Warwick, ITLR would be an opportunity to sense-check quality and standards across Warwick's provision.
	• There would be a forward-looking focus toward enhancing quality and approaching development of a new education strategy.
	• There would be four parts to the focus of the review.
	- A general evaluation of strengths, weakness, opportunities, and threats in education and the student learning experience.
	- An evaluation of a small number of themes common across all areas.
	- An invitation for each department to specify a theme of choice, recognising departmental priorities.
	- Sense checking departmental governance, leadership and quality assurance arrangements are fit for purpose.
	• There would be a desk-based review of quality assurance elements in advance of panel meetings to enable discussions to focus on forward looking elements. All departments would receive a report from the panel following discussions to inform forward planning.
	• The intention would be to facilitate dialogue across faculty and thematic groups beyond being simply a reporting and review exercise.
	• Thought was being given to the relationship between ITLR and other ongoing activity, including curriculum review and ARC strategy refresh. There was a need to be pragmatic and to minimise departmental workload.
	• The two-way thematic approach outlined in the paper was welcomed by the Committee.
	• The need for ITLR themes to reflect the strategic priorities was discussed. Interdisciplinarity was agreed to be a key theme and the need to consider the quality assurance of joint degrees as part of the ITLR process was highlighted.
	• The Committee made **recommendations** to Senate as outlined in the paper.
015	**IDG & Strategic Change – Structure and Projects Update** A presentation and verbal update were received from the Strategic Change Director (Information & Digital Group). The key points and discussions were as follows: • Procurement of a new online assessment system was underway. Extensive consultation with departments had identified system requirements and informed preparation of a tender document. Vendor engagement and demonstrations had concluded with identification of two potential vendors. A final decision was due before Christmas 2021. • Next steps would be to pilot the approach to system implementation with several test departments in Spring 2022 ahead of a full roll-out of the new system in the summer, and retirement of legacy platforms as soon as possible thereafter. • The student and staff experience would be a priority and funding had been secured for continued support of system use. Recruitment to new roles to offer this support would take place in 2022. • A paper outlining the scope of the Curriculum Management Project would be received by Digital Education Sub-Group. The paper would consider the rationale around consolidating activities and next steps. • Interdependencies between areas had been identified by the Curriculum Management Working Group and an overhaul of curriculum management systems was needed to address fundamental issues. • Targeted fixes to the current course approval system would be undertaken to help alleviate immediate difficulties.

	• There was no expected technology solution for module selection in the academic year 2021/22. Policy and process alignment work would be undertaken with a view toward implementing a new off the shelf system at a later date.
	• Work had been underway to set the scope for the Learning Analytics area of work and project resource had been identified. Costings had been prepared following market analysis, and requirement gathering would take place over the coming months to inform the future work of the project.
	• The capability of market systems for online assessment was discussed. There was a recognition that available systems could not incorporate marks management and that there would be a need to maintain Tabula in the short term.
	• The need to clearly communicate the status of ongoing projects to the wider University community was discussed. This would be crucial in managing expectations.
016	**Library Review Project Update** A presentation and verbal update were received from the Librarian. The key points and discussions were as follows: • The presentation outlined actual and potential changes within the Library resulting from institutional developments and the Professional Services Strategic Review. • The Library was now a part of the Information & Digital Group (IDG), but some Library staff were now centrally managed by Professional Services departments. • Within the IDG context a restructure toward job families that brought together similar roles would seek to provide clearer career progression routes. • The presentation outlined the scope of options under consideration in the review of the Library's services. • One area of priority was creation of an institutional directorate for information management to manage all information assets and information policies, and to build knowledge management capability. • Research support was highlighted as another area of focus as part of the review. The proposal was potentially to create a single role with responsibility for all research support. This would likely lead to reorganisation of existing research support teams. • There was a proposal that Academic Support Librarians be moved from the Library to an IDG Faculty-based hub-and-spoke service, to be managed by IDG Client Experience. Library skills support would move to a central skills unit under the proposals. • The presentation outlined the future organisational structure of the Library following proposed changes, highlighting that the management structure would be moved outside of the Library. • Outsourcing of Library services would offer a very different model to current provision and there would be a need to ensure continuity of services. • The drivers for the proposed changes were discussed, including the wish to deliver the best customer experience possible. A mechanism toward achieving this could be single accountability for a service support area to allow greater oversight. • The potential for impact on the student experience and teaching and research culture of the wider University was discussed, alongside the need for wide consultation with the University community ahead of any changes.
017	**Welcome Week and Term 1 Survey** A paper (017-EC091221) and verbal updates were received from the Dean of Students and the Head of Welcome, Induction and Student Internationalisation Manager. The key points and discussions were as follows: • Concentration on early feedback from Welcome Week 2021 had highlighted optimism and a positive trend that the majority of key performance indicators had returned to within 3% of pre-pandemic levels. • The areas of greatest improvement had been around academic induction as well on understanding of Warwick values and behaviours expected. • The Welcome Week programme had expanded by 30% on last year and there had been a significant shift back to in-person events. Students had been dissatisfied in the previous year as their experience had been necessarily digital.

	- The Returning Students Welcome Project had been well received and students welcomed repeating this. - The Welcome team had worked with Estates to deliver an airport transfers programme, though this had not been well utilised by international students living on campus. This had raised questions about the future of this provision. - Planning for the Spring term welcome was underway. This was primarily a communications project looking to bring activities normally available in the early weeks of term into a single events calendar. The aim being to facilitate valuable social opportunities for students. - The Committee discussed the postgraduate taught experience in the context of Welcome Week. Students were more likely to have found Welcome Week helpful for academic induction than undergraduates but found it less helpful for making friends and familiarising themselves with campus. - The term 1 survey had seen an improvement on the term 3 survey, returning to term 1 levels achieved last year. The initial key findings were highlighted to the Committee: - There had been improved satisfaction with the blended learning approach. - Scores for feeling connected had improved in cohort, University, and departmental contexts. - There had been a slight drop in course communication satisfaction. - A detailed analysis would be shared with departments in due course.
018	**Warwick Volunteers** A paper (018-EC091221) and verbal report were received from the Warwick Volunteers Manager and the Warwick Volunteers Student President. The key points and discussions were as follows: - Warwick Volunteers seeks to connect community with students, to support interaction and improve the lives of both. - Student engagement levels over the last 5 years (pre-pandemic) had averaged 1000 student engagements per year in over 150 volunteering opportunities supporting communities including elderly, homeless, and disadvantaged groups. - The work of Warwick Volunteers links with University strategy and priorities in areas of education, innovation, regional leadership, and inclusivity. Specific links to the Education Strategy include a strong focus on student experience and opportunity. Employability and skills are supported through reflection of volunteering experience and work in marginalised areas enables increased participation. - Warwick Volunteers had developed a new strategy following community, University, and student consultation. The strategy centred around two themes: being an innovative meeting point, and genuine partnership between students, staff, and community. - The pandemic had a measured impact, but there had been a drive to pivot volunteering online, and it had been possible to do some outdoors conservation volunteering. There were also positive examples of international students who had not travelled to the UK delivering volunteering opportunities remotely. - Almost 1500 students had signed-up to join Warwick Volunteers in the current academic year, and high rates of conversion into active engagement were being observed. There had been a reduction in the number of volunteering opportunities compared to pre-pandemic but engagement with opportunity partners was positive. - The need to celebrate and raise awareness of the work of Warwick Volunteers and its relevance to the Education Strategy was highlighted by the Committee. The important role played in support students and community, particularly during the pandemic was commended.

Items below this line were for receipt and/or approval, without discussion	
019	**Sub-Committee Memberships for the 2021-22 Academic Year** The Committee received and **approved** sub-committee memberships for the 2021-22 academic year (019-EC091221)
020	**Results of the National Student Survey** The Committee received and **noted** the paper (020-EC091221).
Chairs Action	
021	**Revisions to Proofreading Policy** The Committee received and **noted** the revisions to the Proofreading Policy approved by the Chair (021-EC091221).
Subsidiary and Sub-Committee Reports	
022	**Business for report from Academic Quality and Standards Committee (AQSC)** The Committee received and noted the agenda and minutes of meetings available online.
023	**Business for report from Board of Graduate Studies (BGS)** The Committee received and noted the agenda and minutes of meetings available online.
024	**Business for report from Student Learning Experience and Engagement Committee (SLEEC)** The Committee received and noted the agenda and minutes of meetings available online.
025	**Business for report from the Partnerships Committee** The Committee received and noted the agenda and minutes of meetings available online.
026	**Business for report from the Widening Participation Committee (WP)** The Committee received and noted the agenda and minutes of meetings available online.
027	**Internationalisation Steering Committee** The Committee received and noted the agenda and associated papers (027-EC091221).
028	**Employability & Skills Working Group** The Committee received and noted the agenda and associated papers (028-EC091221).
Other	
029	**Any other business** There was no other business.
CLOSE BY 17:00 **Next meeting: 14:00, Tuesday 1 March 2021, via MS Teams**	

DECISIONS AND ACTIONS			
ITEM	**DECISION/ACTION**	**LEAD AND DUE DATE**	**STATUS**
2020-2021			
063	Committee to review the consideration of PGT matters through governance structures at its June meeting of the 2021/22 cycle.	Academic Director (PGT), June 2022	Ongoing